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**HENRY B. duPONT MIDDLE SCHOOL
ALEXIS I. duPONT SCHOOL DISTRICT**

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The Board of Education rightly honored Dr. duPont by naming this Middle School for him. He served for forty years as a member and thirty years as President of the Board of Education of the Alexis I. duPont School District. During these years the District not only has grown in size but in educational program. Dr. duPont was an advocate of change where change seemed necessary and this Middle School embodies numerous changes in educational program, many of which were developed during his term as President of the Board.

His untiring efforts on behalf of the School District for the long period of years is universally appreciated by pupils, staff, and the citizens of the community. Even though not connected directly with the District, his enthusiasm and help has continued to be an inspiration. In short, he is a real friend of Education.



Dr. Henry B. duPont

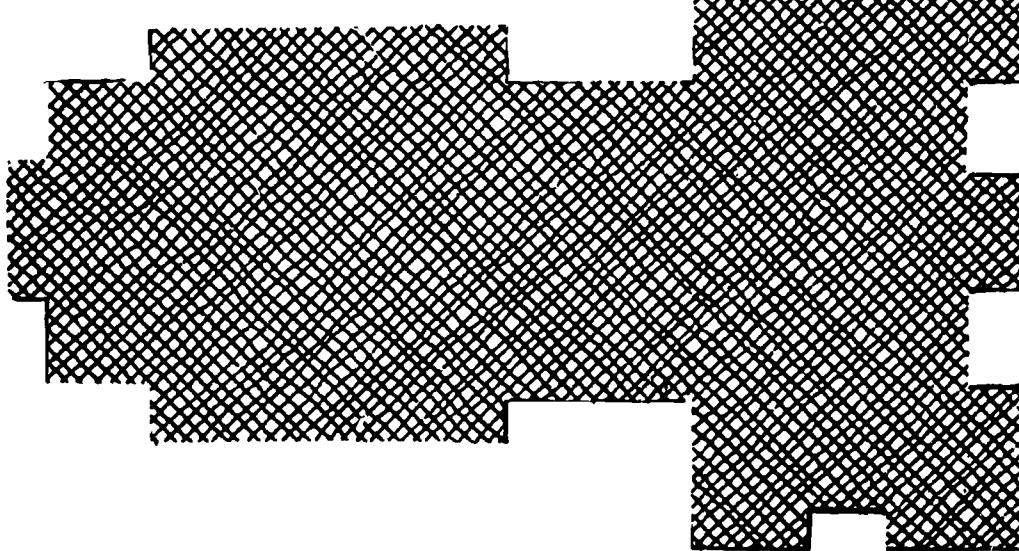
HENRY B. duPONT MIDDLE SCHOOL

BENCE AND MEETING HOUSE ROADS
MILL CREEK HUNDRED
NEW CASTLE COUNTY, DELAWARE

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HILLSIDE ROAD
GREENVILLE, DELAWARE, 19807



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Partner & Coordinator of Project

FINAL PLAN

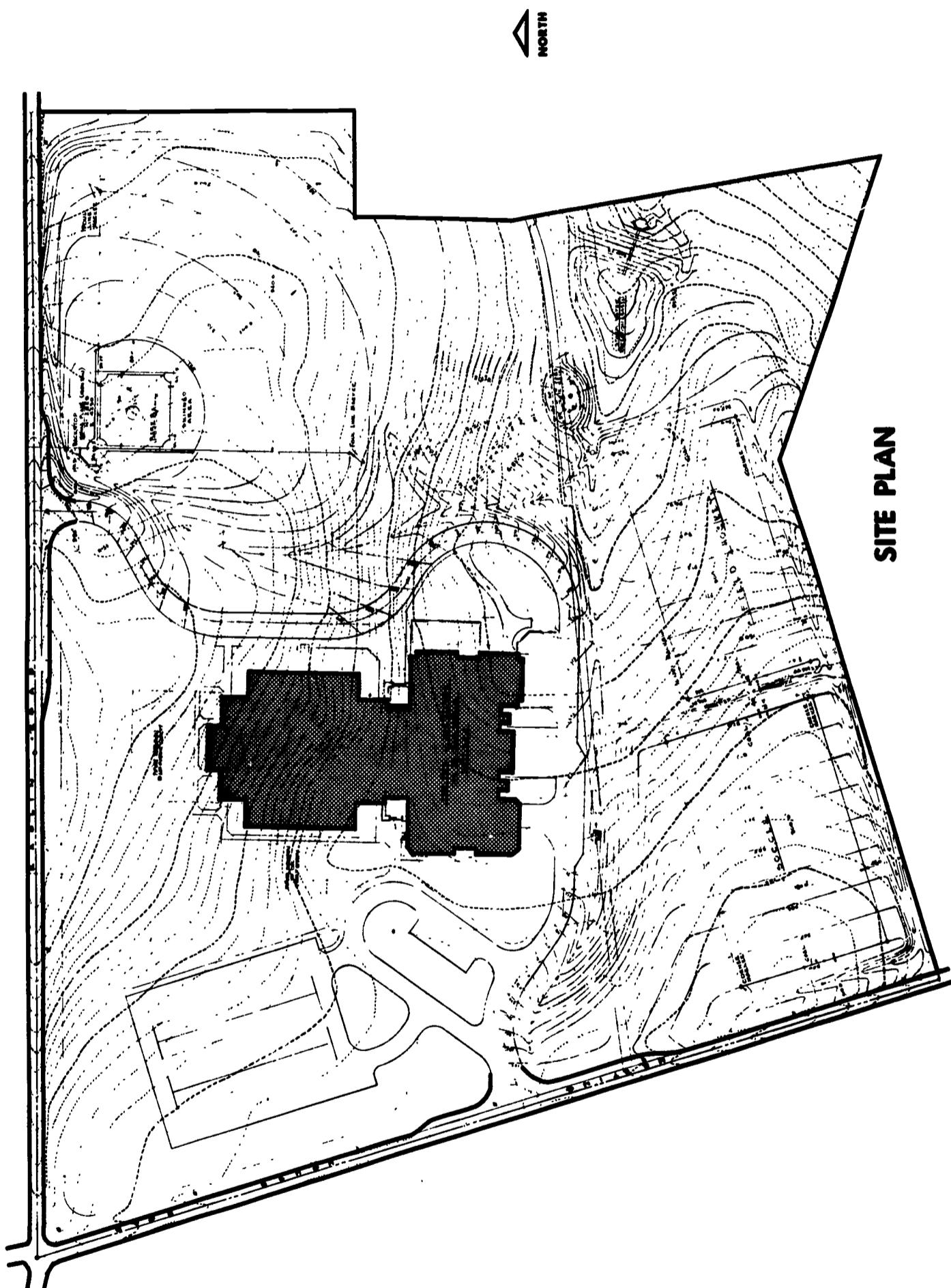
HENRY B. duPONT MIDDLE SCHOOL

WHITEHORN, HODGES & CARONELL, AIA

FINAL PLAN

ALEXIA L. duPONT SCHOOL DISTRICT

SITE PLAN



EDUCATIONAL SPECIFICATIONS FOR THE HENRY B. duPONT MIDDLE SCHOOL
ALEXIS I. duPONT SCHOOL DISTRICT

THE MIDDLE SCHOOL CONCEPT

The middle school is as the name suggests, an intermediate school, a school between two other schools - elementary and high school. The new middle school will have a sense of innovation, of adaptability, of coming a bit closer than our past efforts to meeting the needs and potential of children 10 to 14. Through its physical layout and instructional program, the new middle school will take better account of the individual needs and abilities of the between age group youngsters, use and further study a variety of instructional innovations and groupings. The new middle school will emphasize flexibility where students are encouraged to explore subjects on their own with reference work tailored to particular student needs.

Studies* have shown that children in the middle school age range are psychologically and physiologically compatible and that the needs of this age group can best be met in a middle school.

In our present middle school, we find that students are ready, and eager for experiences that are different from those they had in the elementary schools. They are not quite ready for high school experiences or those associated with a junior version of one.

Blocks of time will be organized so that teams of teachers can meet the needs of individual students through large, small and individual instruction.

Pupils in the new middle school will be given an opportunity to become more independent as they continue in the total middle school program. The 5th and 6th grades will provide a transitional period as the children come from the self-contained classrooms of the elementary school.

Students in the 7th and 8th grades will have an opportunity for more independent and guided study utilizing large and small group instruction. This program will enable a better transition for the flexible scheduling used in our High School.

An atmosphere for extension of basic skills, appreciation, knowledge and attitudes in meaningful situations will be provided. There will be planned social functions appropriate for this age group and no activities of an advanced social nature.

The new middle school should be an exciting venture in education, one which will provide a staff, program, and a school building which will help each child meet with the highest success in learning and working with others of his age group.

*Alexander, W. M. and E. L. Williams "Schools for the Middle Years", *Educational Leadership*, 23:217-23, December, 1965.

Mills, George E. "The How and the Why of Middle Schools", *Nations Schools*, 68:6, December, 1961.

Murphy, Judith "Middle Schools, New York", *Educational Facilities Laboratory*, Inc. 1965.

Rice, A. H. "What's Wrong with Junior Highs? Nearly Everything", *Nations Schools*, 74:30, November, 1964.

● PROGRAM

The program in the new middle school should be developed utilizing the best techniques of individualized instruction - to take them from where they are achievement-wise and proceed. In order to do this, the program must be flexible.

The progress of each child must be known by those who work with him at any time rather than waiting for long range testing. In order to do this, teachers who work with students will work in teams, not only for instruction purposes in the classes, but also to study the progress of individual students as part of the teacher planning periods.

The teacher's teams will provide for:

- Large group instruction
- Small group instruction
- Independent study

Teams will be organized in the following manner:

- Teacher of Social Studies
- Teacher of Language Arts
- Teacher of Science
- Teacher of Math
- Associate Arts*-offered in grades 5-8

*Associate Arts

- Industrial Arts
- Home Living
- Vocal Music
- Arts and Crafts
- Art
- Physical Education -
- Health

● VERTICAL TEAM APPROACH

LANGUAGE ARTS

SOCIAL STUDIES

GUIDANCE COUNSELOR

INSTRUCTIONAL MATERIALS CENTER

GUIDANCE COUNSELOR

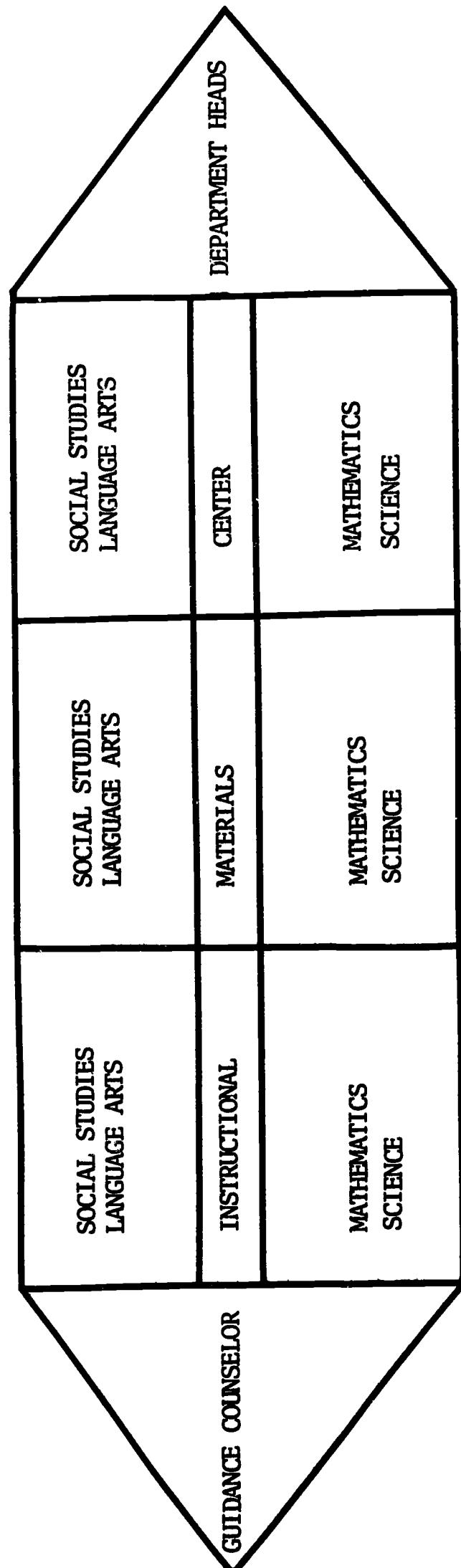
SCIENCE

MATHEMATICS

This would be a vertical team approach. These teachers would meet to review the individual progress of students and coordinate their programs during teacher planning time.

Guidance Counselors can further assist teams and students so that the needs of students can be met.

● HORIZONTAL TEAM APPROACH



Woven into the program will also be a horizontal team approach. This will be accomplished through back-to-back scheduling.

Blocks of time will include:

1. Social Studies - Language Arts
2. Math - Science
3. Associative Arts

Two or three teachers (i.e. Science) can work together for instructional purposes if this is planned. They might work with large groups, small groups or individuals. Grouping will be flexible and will vary according to need.

Lines may also be crossed for further instructional purposes; for example, social studies teachers could work with language arts teachers, math teachers with science teachers.

The teacher schedule would approximate the following:

- 50% Large group and small group instruction
- 25% Assisting students with independent study or laboratory work
- 25% Planning with other teachers

The students would meet with guidance counselors related to independent study. After discussion with students, decisions would be made. Teachers would know in advance which students would be working with them.

Classifications for Independent Study:

- a. Student needs additional help
- b. Interested in a certain area
- c. Advanced Achievement - wants to go further
- d. Reference work in Instructional Materials Center

The Instructional Materials Center will be the heart of the reference program for books and visual aids. Classrooms should be closely associated with the Instructional Materials Center in order to get the best teacher use of materials. The Instructional Materials Center should contain all materials supplementary and otherwise used in the learning process. Areas should be provided for review of filmstrips, tapes, microfilm, recordings, etc. Study carrels, small work area spaces, with comfortable furniture for reading and study should be included. In order to get maximum use on the part of students and teachers, conference rooms and teacher's offices should be adjacent and accessible to the Instructional Materials Center.

Typical Pupil Schedule

PUPIL SCHEDULE
HENRY B. DUPONT MIDDLE SCHOOL
ALEXIS I. DUPONT SCHOOL DISTRICT

600 pupils
Teachers
6 Block
3 Soc. St.
6 Science

3½ Eng.
7 Math

3 English
6 Math

700 pupils

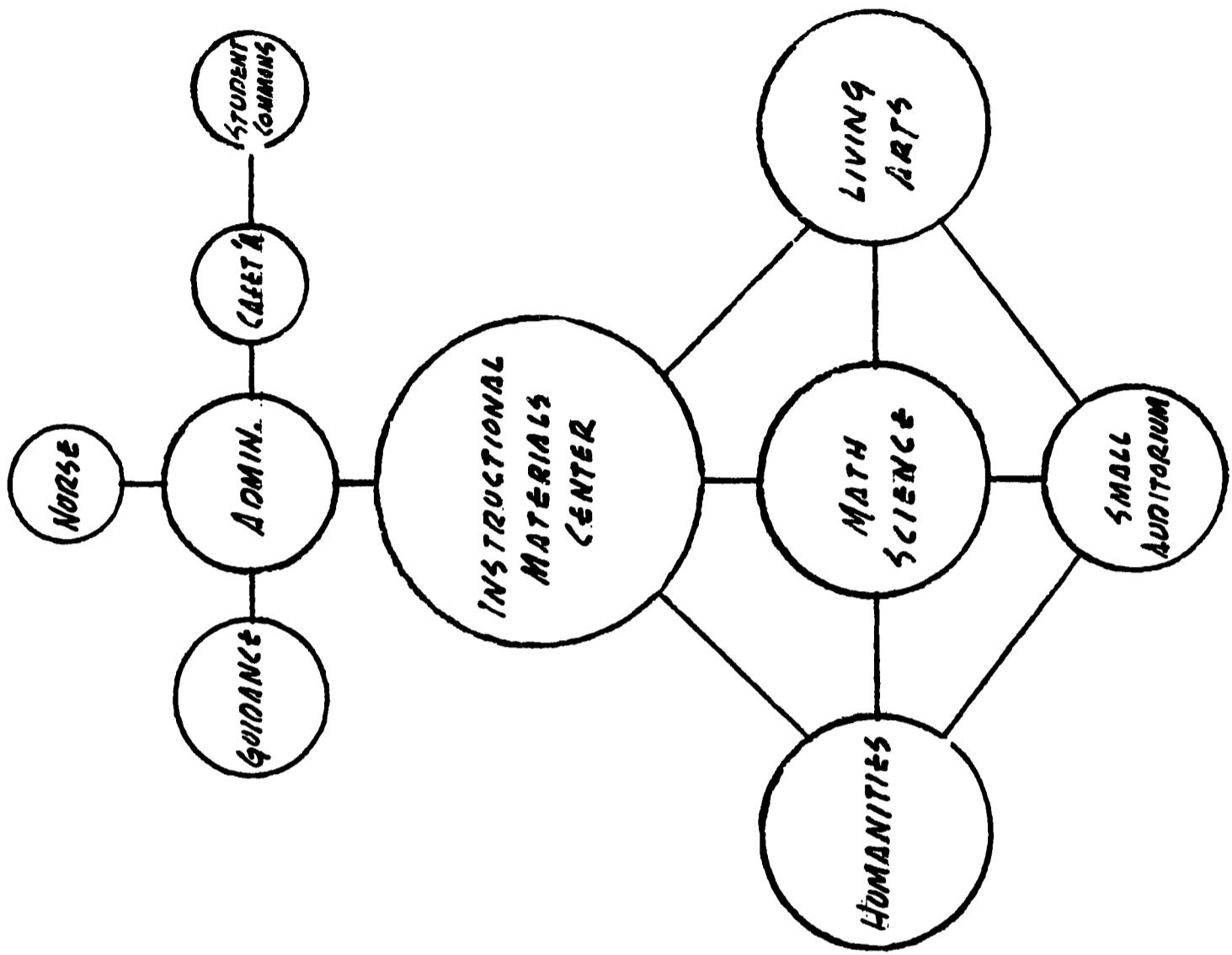
Typical Teacher Schedule

GRADE 5	GRADE 6	GRADE 7	GRADE 8
SMALL AND LARGE GROUP TEAM	SMALL AND LARGE GROUP TEAM	TEACHER TEAM PLANNING BLOCK	SMALL AND LARGE GROUP TEAM
SMALL AND LARGE GROUP TEAM	SMALL AND LARGE GROUP TEAM	TEACHER TEAM PLANNING BLOCK	SMALL AND LARGE GROUP TEAM
TEACHER TEAM PLANNING BLOCK	TEACHER TEAM PLANNING BLOCK	TEACHER TEAM PLANNING BLOCK	ASSIST STUDENTS DURING THEIR INDEPENDENT STUDY TIME
TEACHER TEAM PLANNING BLOCK	TEACHER TEAM PLANNING BLOCK	TEACHER TEAM PLANNING BLOCK	ASSIST STUDENTS DURING THEIR INDEPENDENT STUDY TIME

A

7/18/68

BASIC PROGRAM ELEMENTS
700 STUDENT CAPACITY WITH AUXILIARY
facilities for 1000.

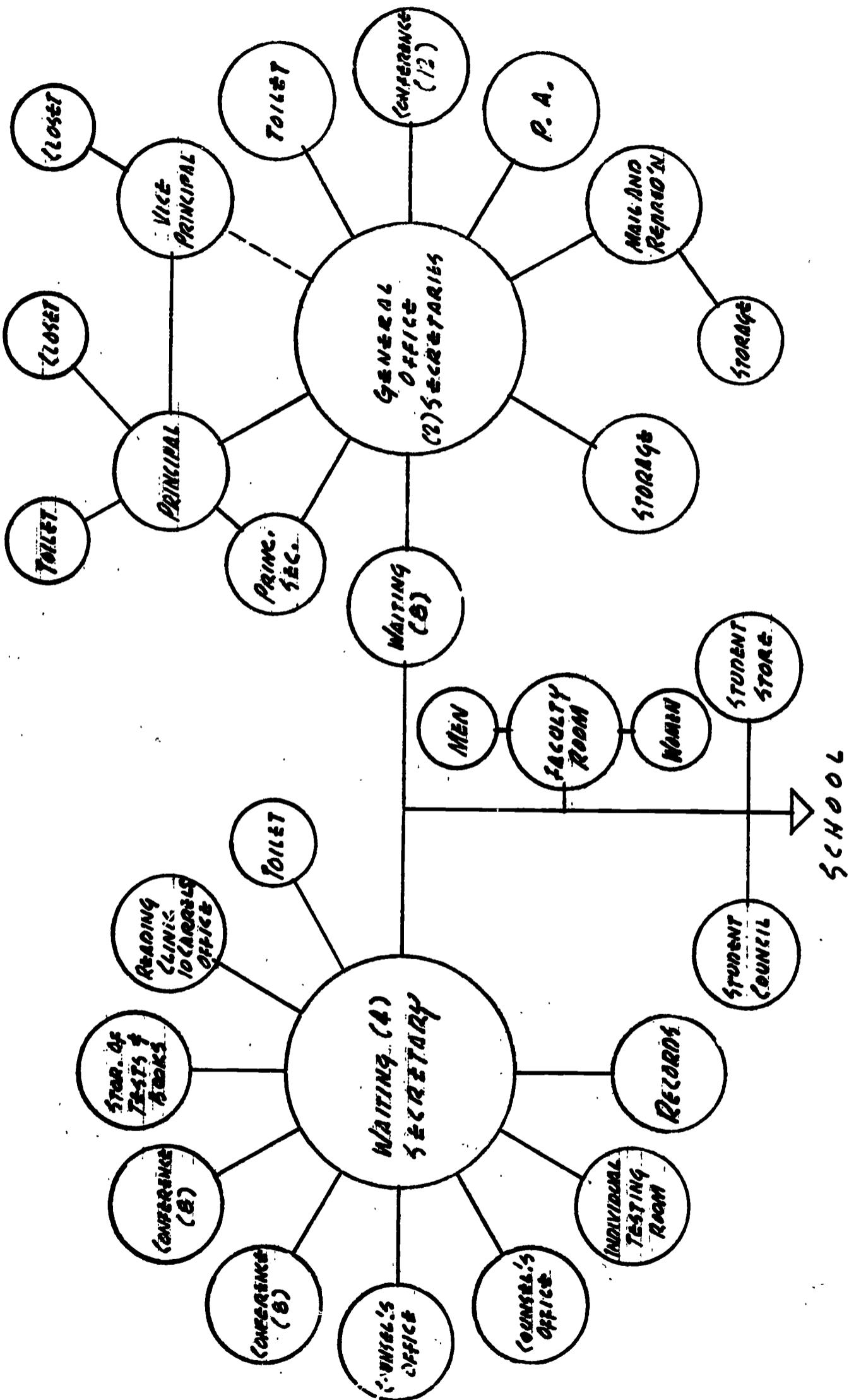


B

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G O I D A N C E

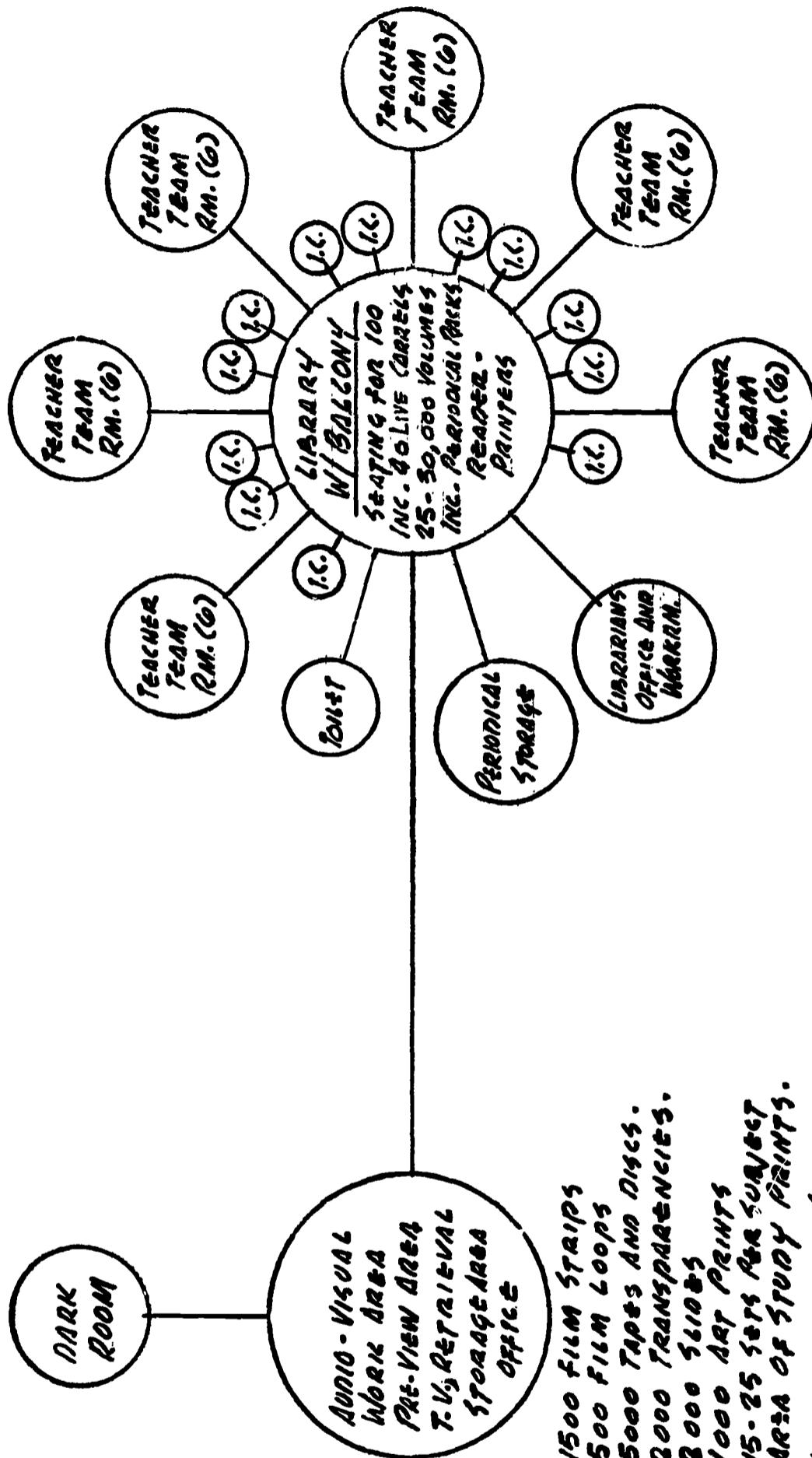
A D M I N I S T R A T I O N



C

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R. 7/29/68

INSTRUCTIONAL MATERIALS CENTER



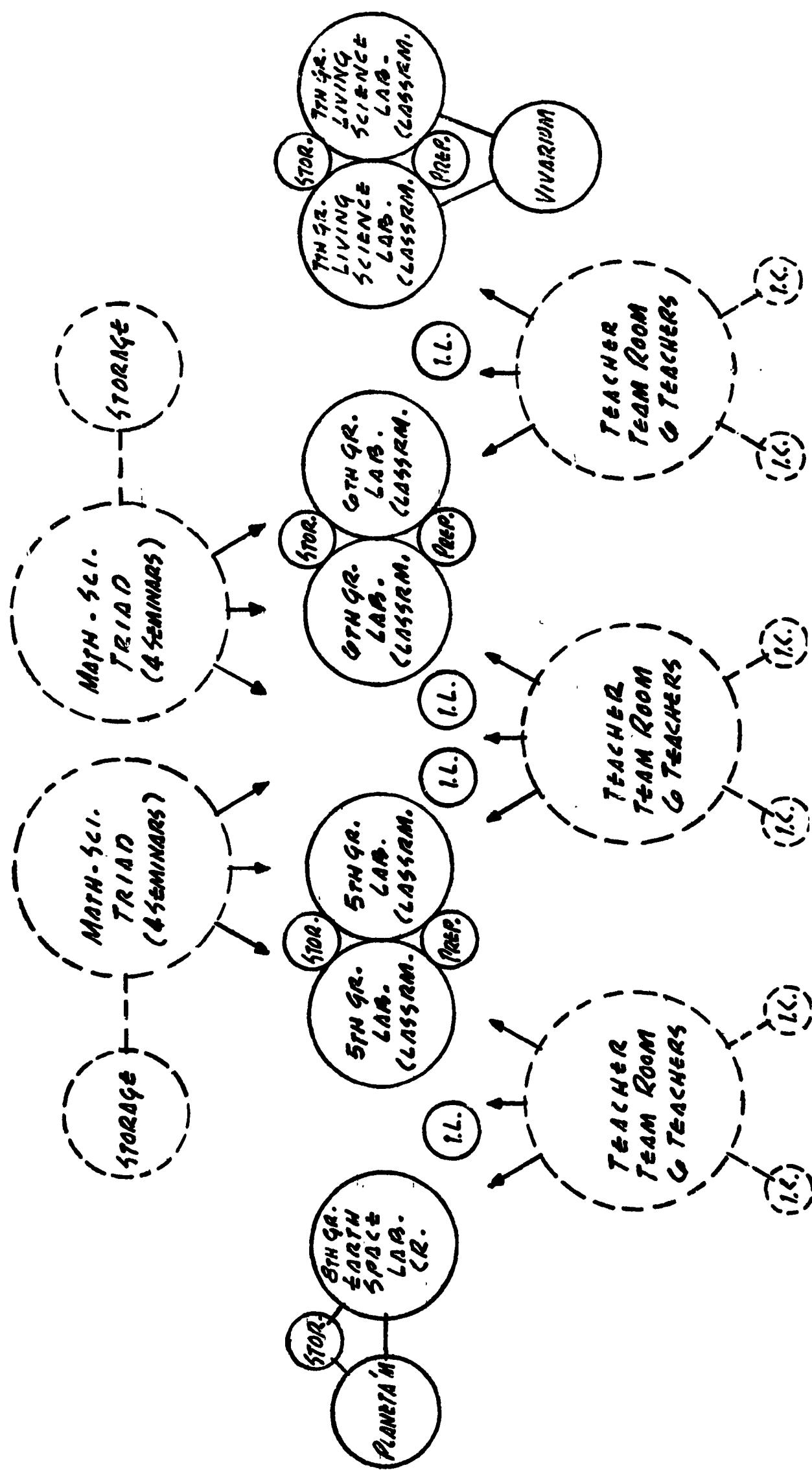
Note : I.C. = INDIVIDUAL CONFERENCE

Note : TEAM ROOMS TO COVER MATH. SCIENCE AND
HUMANITIES ONLY. OTHERS, ELSEWHERE.

D

7/18/68
R. 7/29/68

MATH SCIENCE AREA

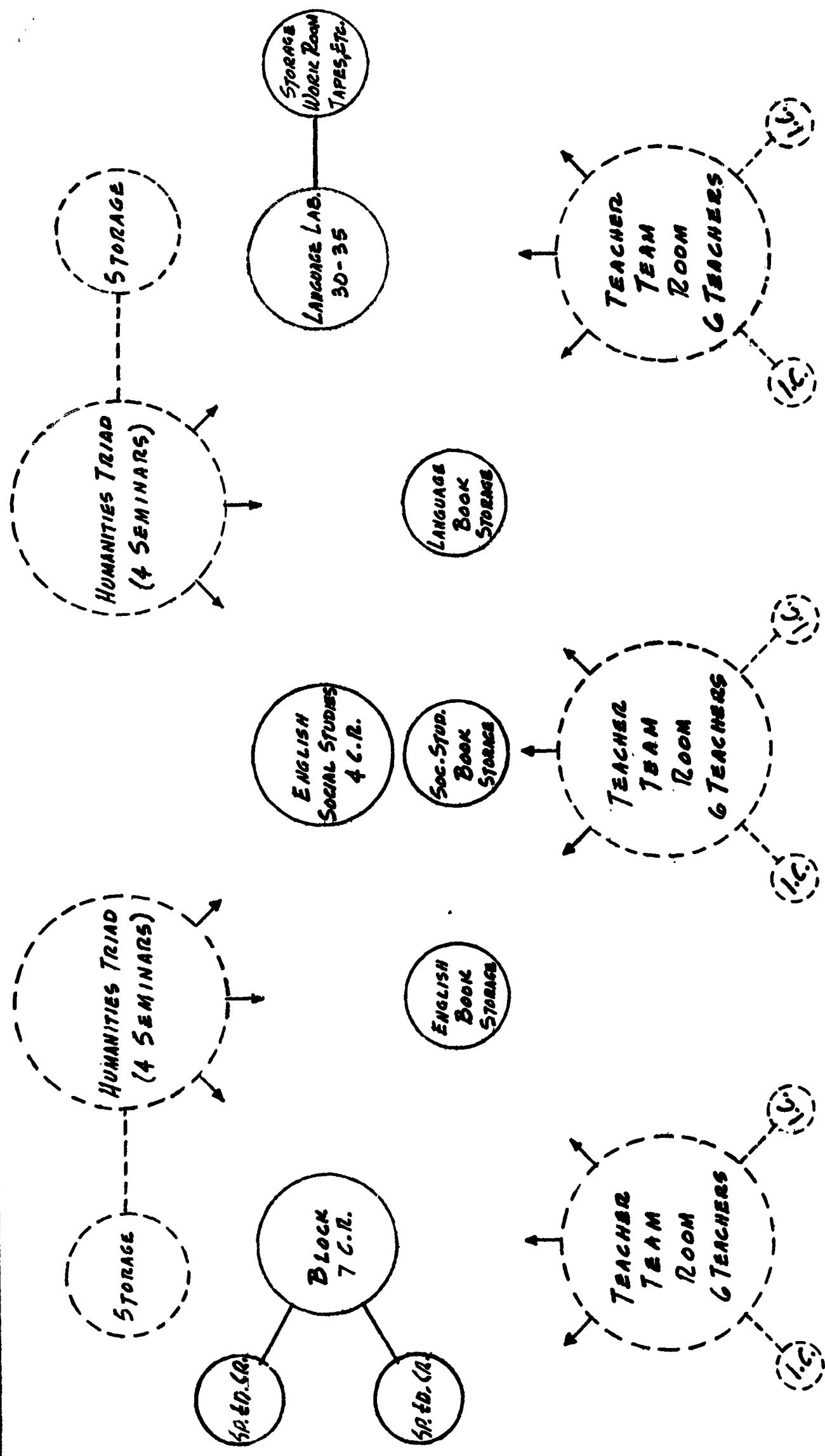


Note: I.C. = INDIVIDUAL CONFERENCE
Note: TEAM = 3 classroom space, divisible

Note: I.L. = INDIVIDUAL LAB.

E 7/18/68
R. 7/29/68

HUMANITIES AREA

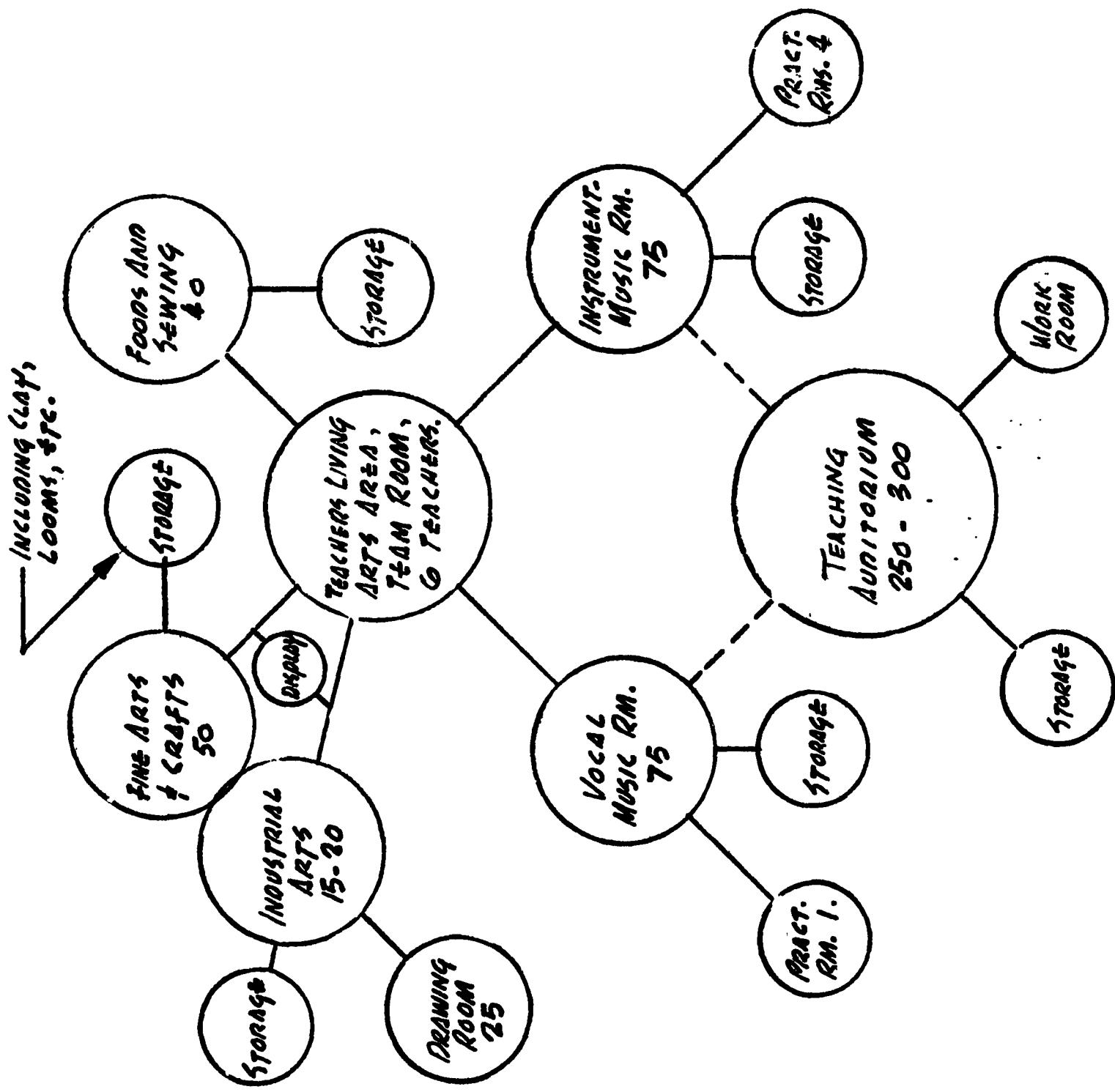


NOTE: I. C. = INDIVIDUAL CONFERENCE

NOTE: TRIAD = 3 CLASSROOM SPACE DIVISIBLE

F
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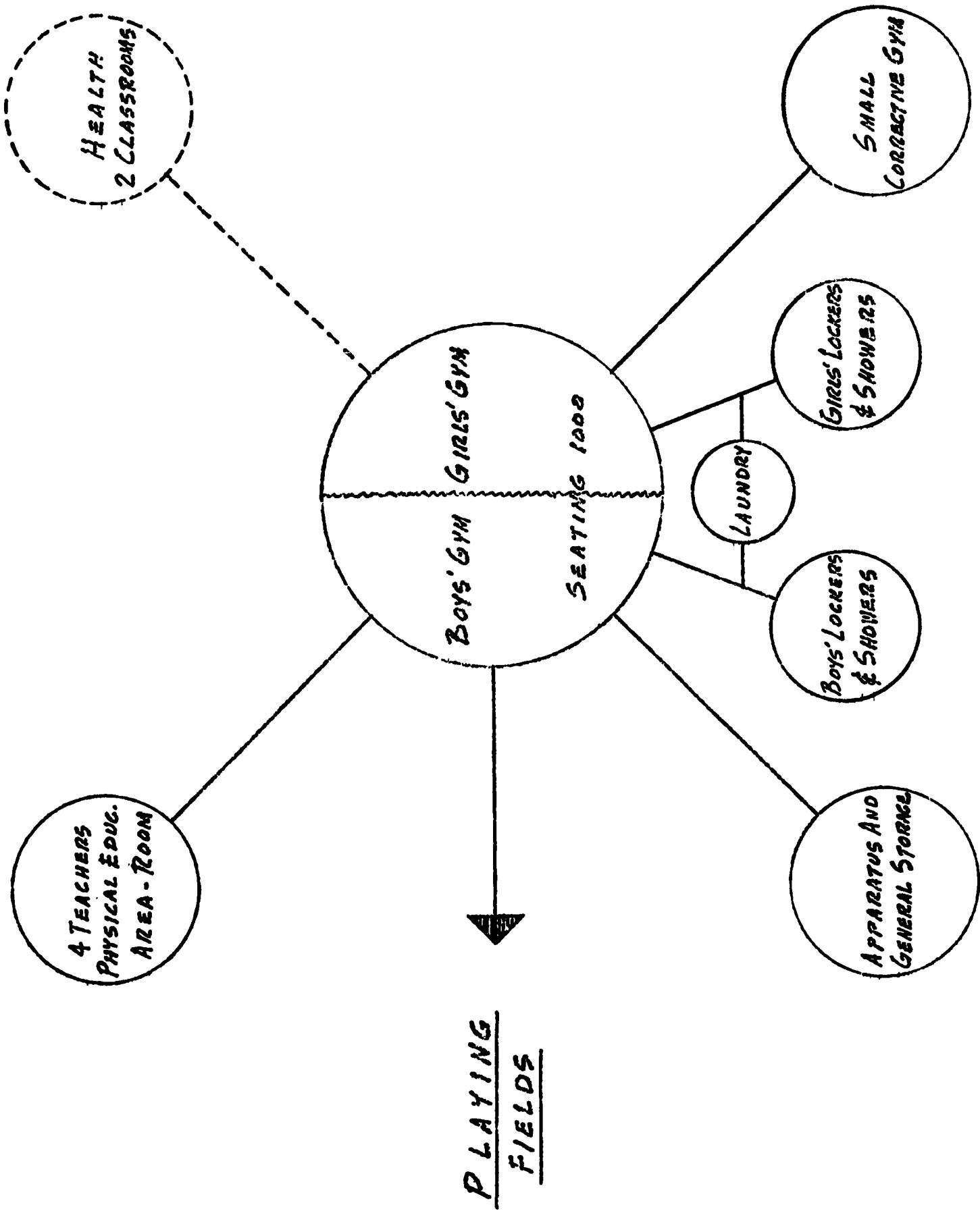
LIVING ARTS AREA



G

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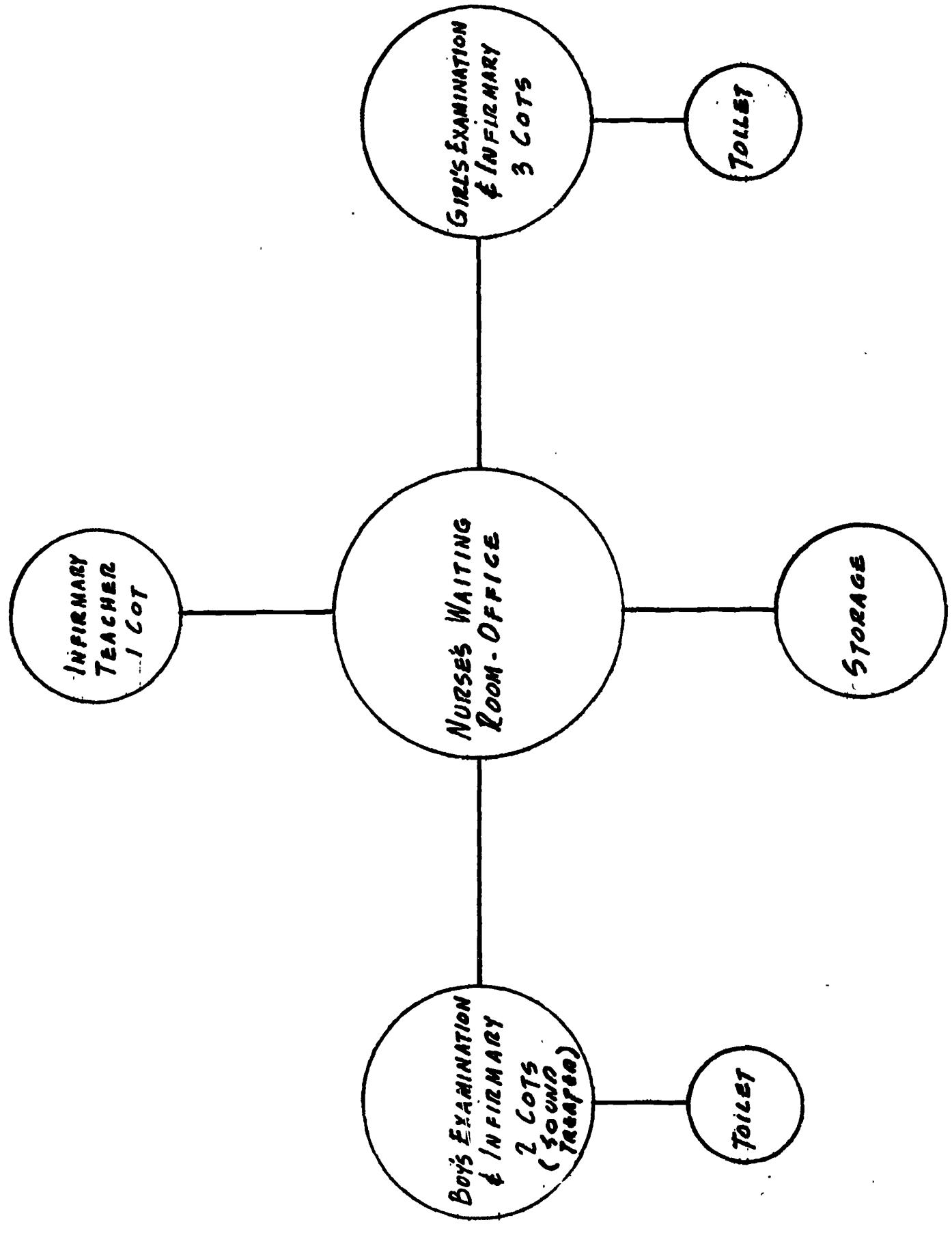
PHYSICAL EDUCATION



H

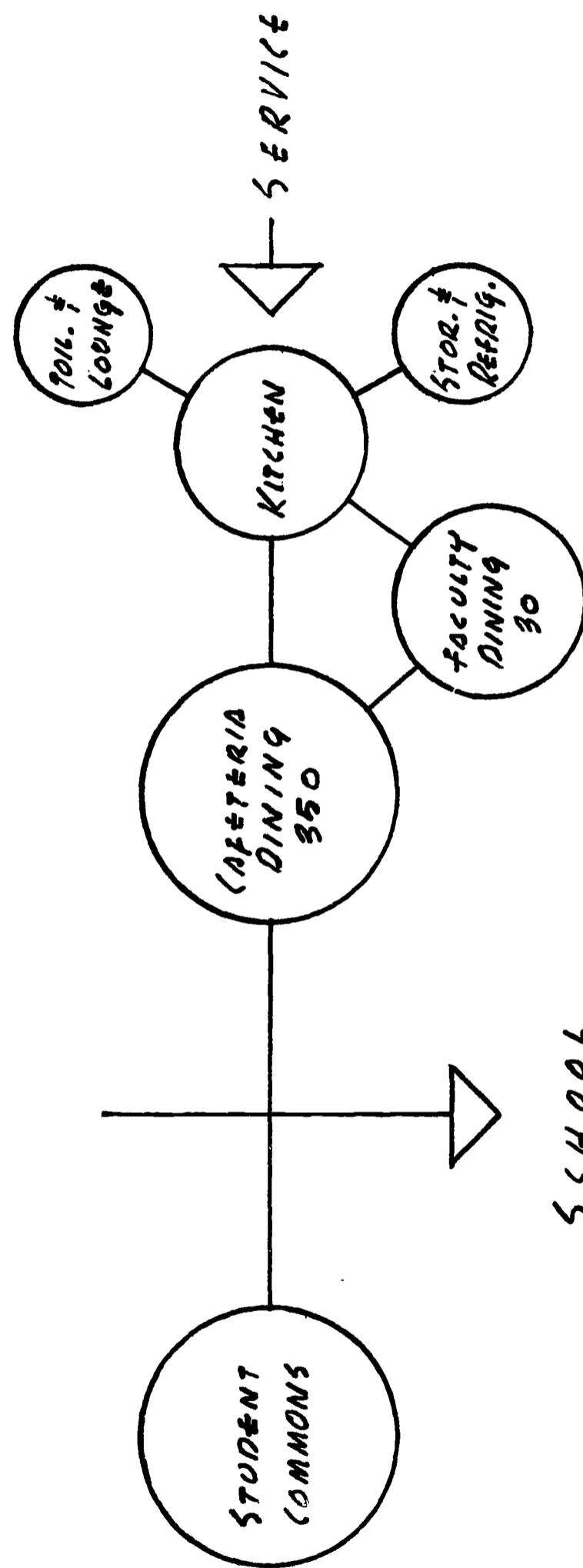
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R. 7/29/68

NURSES SUITE



1
7/29/68

Food Services



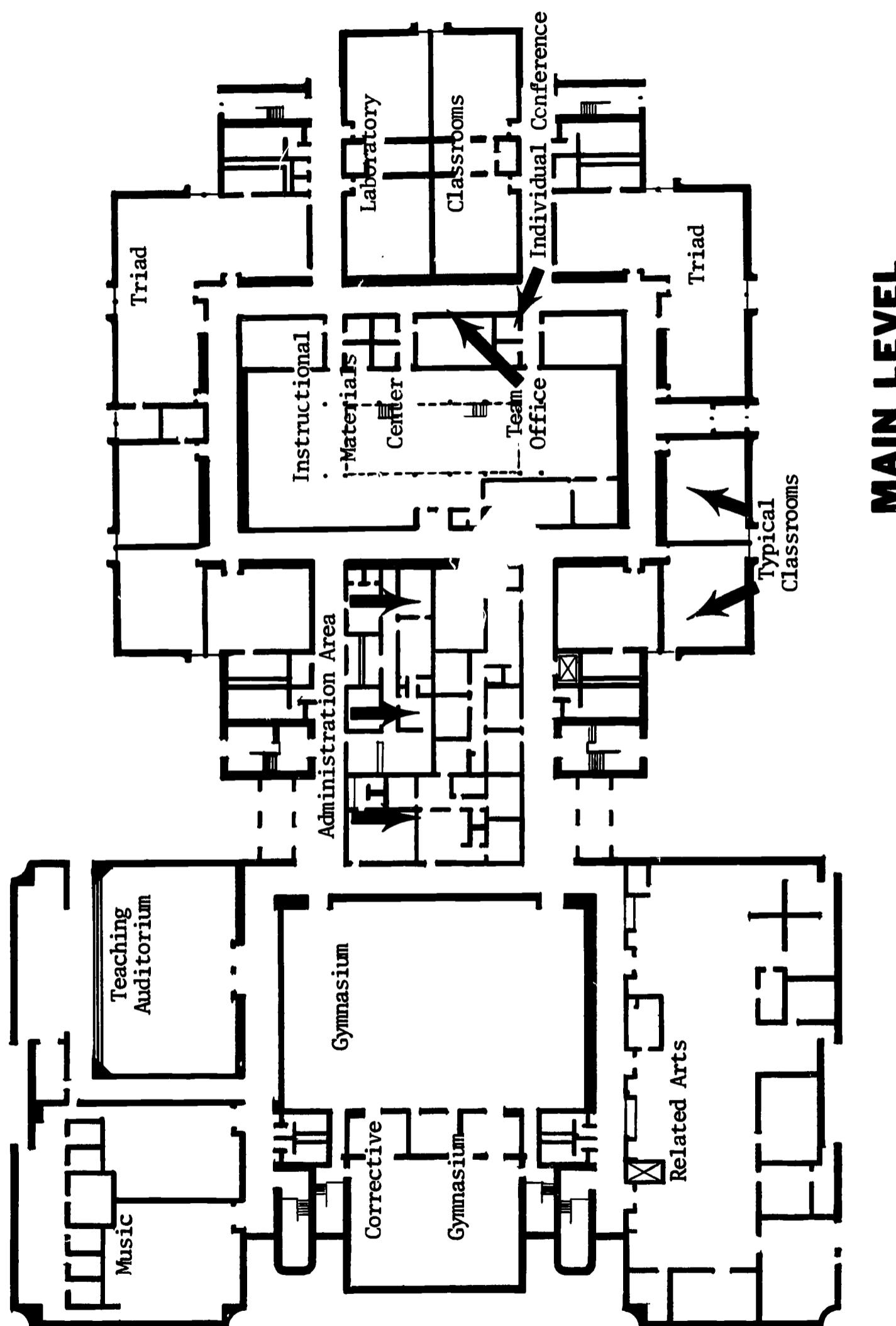
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● LOCATION

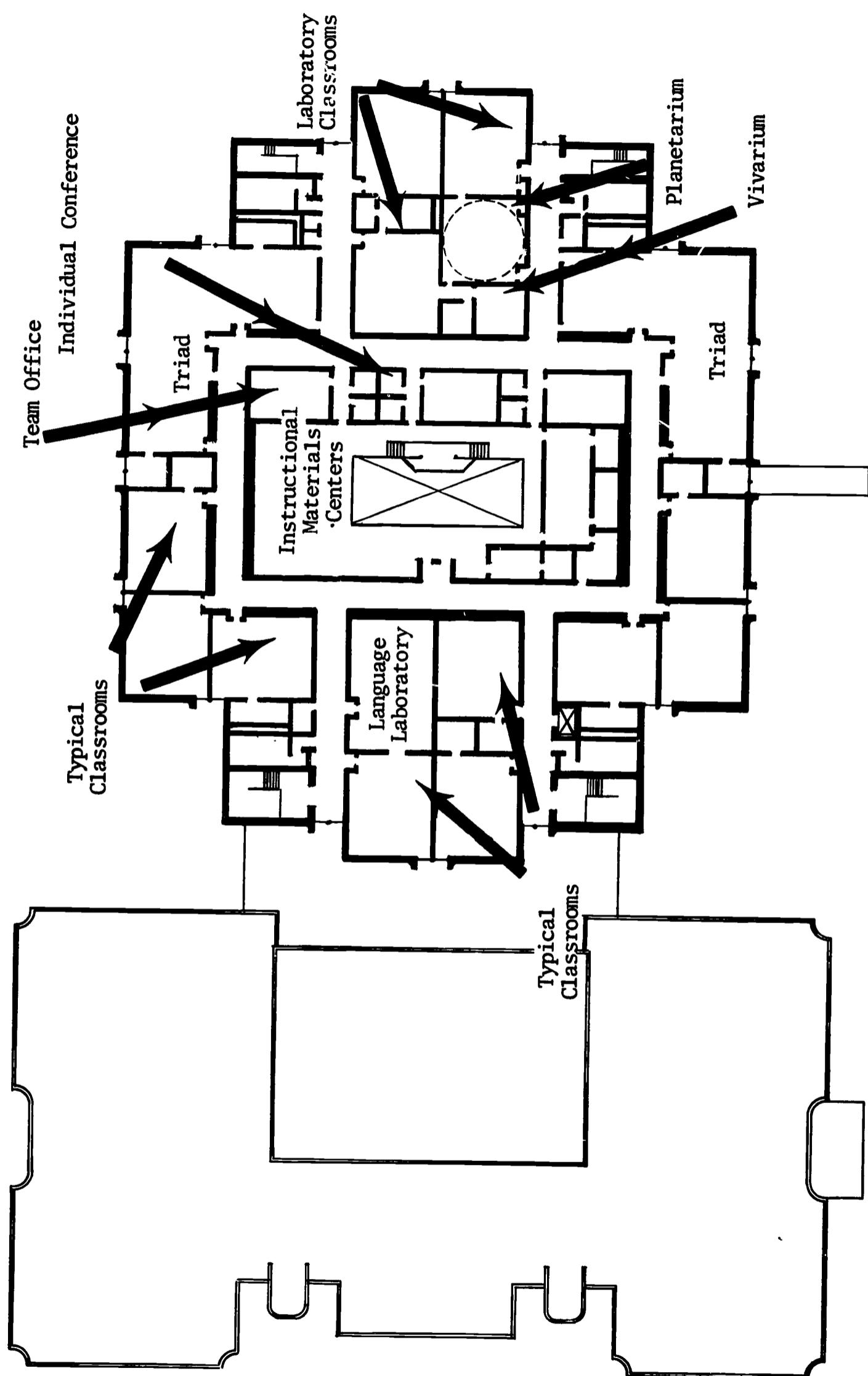
BENGE & FRIENDS MEETING HOUSE ROADS
MILL CREEK HUNDRED
NEW CASTLE COUNTY, DELAWARE

DATA SHEET

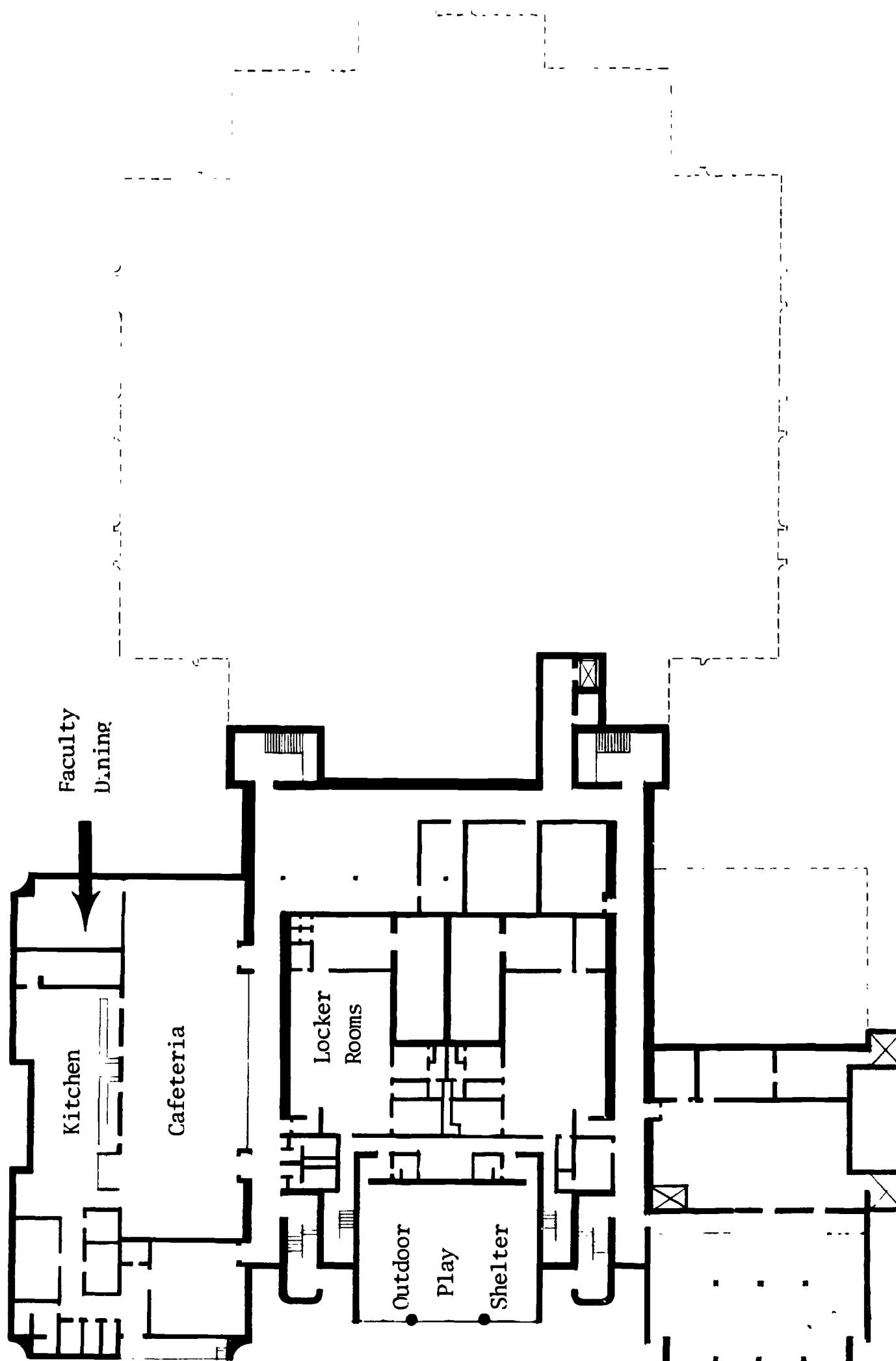
- TYPE OF SCHOOL
MIDDLE SCHOOL - GRADES 5 Through 8
- AREA OF BUILDING
127,032 SQUARE FEET
- SIZE OF SITE
25 ACRES
- VOLUME OF BUILDING
1,918,721 CUBIC FEET
- SPACE PER STUDENT
181 SQUARE FEET
- CAPACITY
700 PUPILS NOW - (1000 PUPILS, FUTURE)

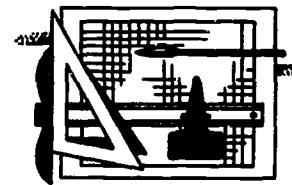


SECOND LEVEL



LOWER LEVEL





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